



Schedule ETEN conference TIG Internationalisation

Leeuwarden Stenden April 2024

Thursday 18-04-2024

Time	What	Who and what	Who and what	Who and what	Where
9.00-9.45	Plenary getting to know each other	TIG TEAM <i>Energizers</i>			t.b.a,
9.45-10.30	Parallel presentations 1 (please choose one of the presentations below)				
	Dr. Devora Hellerstein and Dr. Mahmood Sindiani <i>The Roaming Course: Fostering Intranational Intercultural Competence Among Jewish and Arab Physical Education Students in Israel</i>	Ashley Tull <i>Curricular and Co-Curricular Activities Associated with the Development of Universal Values: A Proposal for Promoting Internationalization.</i>	Kari Bratland, Odette Spee and Anikke Hagen <i>Spin-offs from a COIL project about inclusive outdoor playgrounds</i>	Nicole Poulussen <i>Applying for a KA210 project</i>	t.b.a.
10.30-11.00	Break				
11.00-12.00	Parallel workshops 2 (please choose one of the workshops below)				
		Els van Wezel <i>Educational Values Priority game</i>	Karine Hindriks <i>DIGINTRAINERS: digitalization and internationalization in VET (EQF 5 & 6)</i>		t.b.a.
12.10-12.30	Plenary evaluation	TIG Team			t.b.a
12.30-13.30	Lunch				
13.30-15.00	Parallel workshops 3 (please choose one of the workshops below)				
		Annick Orye and Sofie Molemans <i>An innovative and practice-based International Training Programme (ITP) for teacher trainers to promote educational inclusion while respecting 'cultural identity'.</i>	Rochelle Helms and Eva Rechnagel <i>Worldwide Online Play: Experiencing international play through COIL</i>		t.b.a.
15.00-15.30	Break				
15.30-17.00	Plenary workshop	TIG Team and Dean & students from international teacher training <i>International Teacher Training and International Students</i>			

Friday 19-04-2024

Time	What	Who and what	Who and what	Who and what	Where
9.00-9.05	Plenary looking back	TIG TEAM			t.b.a.
9.10-10.10	Parallel workshops 4 (please choose one of the workshops below)				
		<u>Frederik de Laere</u> <i>Integrating eTwinning in teacher education.</i>	<u>Lien van Eecke</u> <i>EduShare Flow: Integrating international experiences into the curriculum of teacher training.</i>		t.b.a.
10:15-10:30	Plenary evaluation	TIG Team			t.b.a.
10:30-10:35	Plenary short announcement	<u>Anniek Orye & Jordan Shurr</u>			t.b.a.
10:35-10:45	Break				
11:00-12:00	Closing Ceremony	General conference meeting			

Abstracts workshops and presentations

Parallel Presentations 1

- ***Dr. Devora Hellerstein and Dr. Mahmood Sindiani***

Title: The Roaming Course: Fostering Intranational Intercultural Competence Among Jewish and Arab Physical Education Students in Israel

The assumption that students from diverse backgrounds naturally establish relations due to shared college experiences over four years of joint studies has yielded mixed evidence. Much of the literature suggests that, in most cases, groups tend to stay within their own boundaries, with limited intergroup interaction. Some studies, however, indicate that with institutional support and structured programs, there is a higher likelihood of relationships forming. This study investigated the impact of a structured intervention aimed at enhancing intranational intercultural development and relationships among students of diverse backgrounds, predominantly Arab and Jewish students, pursuing physical education teacher education in an Israeli teacher training college.

The course, entitled 'The Roaming Course,' was attended by forty students (20 Arab and 20 Jewish) and included four study day tours in mixed Arab-Jewish cities across Israel, along with four on-campus discussion sessions. An action research component accompanied the course, co-taught by the research practitioners—one Arab Israeli teacher and one Jewish Israeli teacher. The study incorporated a thematic analysis of students' written reflections after each day tour and a statistical analysis of a predominantly closed-question survey administered at the semester's end. The survey aimed to examine the course's influence on students' perceptions, attitudes, and knowledge regarding their peers from the outgroup and its effect on their identity as future physical education teachers.

The findings revealed that the short-term effects of the course significantly and positively influenced students, enhancing their intergroup interactions and intercultural development. Additionally, the course played a role in shaping their perspective on the social agent responsibilities inherent in their future roles as physical education teachers. The study emphasizes the importance of structured programs utilizing sports as a medium in fostering positive intergroup relations and intercultural development among students with distinct backgrounds, particularly those historically in conflict

- ***Ashley Tull***

Title: Curricular and Co-Curricular Activities Associated with the Development of Universal Values: A Proposal for Promoting Internationalization.

Many colleges and universities have organized their programs and services along curricular and co-curricular lines. This includes both "in-class and out-of-class" activities. The intertwining of these two types of activities have been described as a method of creating coherence among learning experiences for students. This coherence can contribute to greater personal and career-related development. More enhanced and intentional experiences can be created through the alignment of curricular and co-curricular activities with universally accepted values (e.g. self-enhancement, openness to change, self-transcendence, conservation).

Values (espoused and enacted) have been identified as directing our activities, particularly those that we deem important to us. Values have also been found universally over time and cultures. This has been demonstrated through the research of Shalom Schwartz, who has examined universal values held by citizens in 80+ countries. Little attention has been given to the identification and development of values by college and university students, as it relates to their current learning experiences, as well as their career preparation.

This interactive seminar will briefly identify the four major values themes found universally; demonstrate how they can be connected to curricular and co-curricular activities for college and university students; and will prompt those in attendance to think about how to promote the use of values in their teacher education programs. Seminar participants will gain a basic understanding of universal values and be equipped to continue discussions beyond the 2024 ETEN Conference.

The presenter will draw on their own experiences with research and previous presentations on the topic of values development for college and university students.

- *Kari Bratland, Odette Spee and Anikke Hagen*

Title: Spin-offs from a COIL project about inclusive outdoor playgrounds

The four institutions KP in Denmark, OsloMet in Norway, MU in the Basque country (Spain) and AUAS in the Netherlands are cooperating in an Erasmus KA2 project called UCOILED (Unfolding Collaborative International Learning Didactics). Within this project there has been arranged four COILs, and we are now in the final year of the project period.

At this point, we are interested in whether the COILs have made a difference to the students, what they have learned and taken away from it. We want to know how they view the experience looking back now that a few months have passed.

Making lasting changes to the way we work with students is a challenge in all projects. Often the educational developments stops when the project period is over, and this is something we will try to prevent.

This presentation will discuss what the spin-offs of the COILs have been for the students, and also how the institutions can implement the project results in the curriculum to make lasting.

- *Nicole Poulussen*

Title: Applying for a KA210 project

This presentation will focus on the possibility to apply for a KA210 project as a university for Teacher Training, which have little experience with bigger partnerships (Cooperation Partnerships KA220). KA210 is an Erasmus+ possibility for 'Partnerships for Cooperation: Small-scale Partnerships' with smaller budgets and perhaps easier application forms.

During this presentation the possibilities of applying for a Key Action 210 in The Netherlands will be discussed. The presentation also aims to inspire universities in other countries to look into the possibilities of applying for a Small-Scale partnership (KA210) with their National Agencies of Erasmus+.

Parallel workshops 2

- *Els van Wezel*

Title: Educational Values Priority Game

The aim of the game is to let (future) teachers discover which pedagogical ideals are the main drivers in their own teaching. The game challenges (future) teachers to explore, articulate, and discuss among themselves their pedagogical motivations.

Since there is now an online version of the Pedagogical Priorities Game, (prospective) teachers can engage in a pedagogical dialogue with fellow students at home and abroad. In this way, they come into contact with an international palette of pedagogical values and ideals and the motivations behind them which helps them to make their own pedagogical vision more explicit.

- *Karine Hendrix*

Title: DIGINTRAINERS: digitalization and internationalization in VET (EQF 5 & 6)

Digital International Trainers project (Dig.Int) focuses on supporting the internationalization process of VET systems by using the full potential of digital transformation opportunities. It aims at assisting VET organisations in the process of digitalization and creation of effective internationalisation competencies and strategies.

The project enables both organisations and individuals to level up their capacities and skillsets. To do so, the project builds upon the ecological systems approach and considers:

- the micro level of motivation and competences of teachers and learners (individuals)
- the meso-level corresponding to the vet provider (organisation)
- the macro-level of regional innovation ecosystems (territory)

The Dig.Int project gathers organisations with different profiles (public and private VET providers, professional HEIs, regional development and innovation agencies) in comparing their internationalisation approaches and developing new tools to reach a system impact at the regional level.

What is typical and necessary in VET education concerning internationalization? This question will be elaborated in discussing the work of the project. So far a benchmarking tool, an international competences map and training paths are developed and will be presented in this workshop.

Parallel workshops 3

- *Anniek Orye and Sofie Molemans*

Title: An innovative and practice-based International Training Programme (ITP) for teacher trainers to promote educational inclusion while respecting 'cultural identity'.

In this [VLIR-UOS](#) research project we address the overall challenge of enhancing intercultural competences (IC) of teacher trainers (TT) by focusing on the topic of 'cultural diversity' in order to create a culturally sensitive and inclusive environment. Teacher education is the main pathway to ensure that changes can be sustained over time and for several generations. Four South-partners (Universidad Técnica del Norte in Ecuador, Royal University of Phnom Penh in Cambodia, North-West University in South Africa and Jimma University in Ethiopia) and **PXL University of Applied Sciences and Arts** will offer an innovative and practice-based ITP for teacher trainers and pre-service students. During a specific training week (26th-30th August 2024), and in cooperation with [LABIOMISTA](#), participants will collaborate on educational topics and exchange inclusive teaching practices. Also, a practice-based culturally sensitive framework and hands-on reflections and activities will be introduced as a 'guideline' for culturally sensitive teaching. During the post-training programme participants stay connected through the e-course and the project of '[My Equator](#)'.

- *Rochelle Helms and Eva Rechnagel*

Title: Worldwide Online Play: Experiencing international play through COIL

For our Erasmus+KA220 COIL project our objective is to develop strong COIL didactics and for this project we have been experimenting with different approaches. We are going to share very shortly (5 minutes) the project, and will go straight into an active workshop, taking our participants on a journey we take our students on, to give them a simulated experience of COIL didactics.

We will divide the participants into two groups, in which the groups will be asked to develop a play/or game together, as we would ask our students studying to be teachers in any level of education. It has to be a play that they can also produce and show online, and in which they can engage the other online group.

After the two groups have prepared and practiced their game they will go online and exchange the games. Afterwards there will be an online reflection in which the workshop leaders will guide the participants in reflective questioning.

The objective of this workshop is to showcase our developed COIL didactics and give participants a real live experience, to gain understanding into how students experience this.

There will be room for feedback to the workshop participants afterwards when we all join in the same room.

Plenary Workshop

- ***TIG Team and Dean & students from international teacher training***

Title: International Teacher Training and International Students

This year the ETEN conference is hosted by NHL Stenden. NHL Stenden offers two international bachelor's degrees in teacher training: ITEPS (International Teacher Education for Primary Schools) and ITESS (International Teacher Education for Secondary Schools). Both are the only International Teacher Training Bachelor's in The Netherlands and most likely in the entire world! Therefore, we want to use this unique opportunity for the TIG Internationalisation to learn more about their education and their experiences.

This workshop will start with an introduction by team leaders of NHL Stenden. After this plenary information session, there will be an assignment in smaller groups. Each group will be accompanied by a student of the ITEPS or ITESS during this assignment. Each group will choose a specific topic within internationalisation to focus on. At the end of this interactive workshop, each group presents their findings on how can we stimulate and/or support students in regard to the chosen topic within internationalisation at a Teacher Training institute.

Parallel workshops 4

- ***Frederik de Laere***

Title: Integrating eTwinning into teacher education

Having seen the huge potential of eTwinning in various projects I experienced at Howest (my home university), I started to realize that it was important to integrate eTwinning into the curriculum of teacher training. I set up two projects about enhancing the use of technology in education with partners from Scandinavia.

Later, I was involved in an Erasmus+ project called DLAB (Digital Learning across Boundaries), in which eTwinning played an important role, especially during the pandemic. With another Belgian teacher training college, I set up the national project Start to teach, in which students shared their first teaching experience. Furthermore, eTwinning was also integrated into a number of courses at Howest. In seminars for teacher trainees, the basics of eTwinning was taught and experienced eTwinners were invited to share their practices. In the final year of their teacher training, Howest students must develop an idea for an international project in a module called International Projects in Education and can choose either to start or join an eTwinning project, whether or not in collaboration with an experienced secondary school teacher. Since 2022, this module has been part of the English-taught semester We Teach The World. This academic year (2023-2024), an eTwinning project was established between teacher training institutes at Howest (Belgium), Friedrich Alexander Universität Nürnberg (Germany) and University of Tekirdağ Namık Kemal (Turkey), called 'The World Wide School – educating global competences'.

eTwinning is a powerful tool for improving learning and motivation in education. Therefore, I believe that eTwinning should be included in the curriculum of teacher training programmes across Europe, as the platform offers great potential for internationalisation at home. Furthermore, it is important that teacher trainees know eTwinning so that they acquire the necessary competences to set up projects themselves in their future careers.

- ***Lien van Eecke***

Title: EduShare Flow: Integrating international experiences into the curriculum of teacher training.

An eduSHARE is an educational product based on an interesting teaching practice that a student or teacher has developed following their own foreign experience and that is intended to be integrated into the curriculum of teacher training.

Each year hundreds and hundreds of students travel to Africa, South America or Asia within the framework of a Master's thesis or internship. There they come into contact with a lot of interesting examples and inspiration on

pedagogical, didactical or class-contextualising principles and activities. In order to provide students in Flanders an insight into these international practices as well, we developed the idea of an eduSHARE. This is a product or material (this can be a short video, a class, an interview, a game, a podcast, a photographic series or whatever) based on something that you found interesting during your internship and that you believe is worth sharing with other students or teachers within the teacher training programme. The purpose of this eduSHARE is that your fellow students or your teachers can learn from it, that it inspires them in some way or that it sheds new light on a subject, theme or approach. This way we stimulate multi-perspectivity, the idea that you can look at certain matters from as many perspectives as possible, within the teacher training programme.

It is not easy to develop something of high quality so that it can be shared afterwards with fellow students or teachers within the training programme. Furthermore, a student or teacher who has not had the same international experience, should be able to easily use this material. That is why we developed the eduSHARE flow. Step by step we guide you through the process of developing a good eduSHARE.